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ABSTRACT

Constructed for use by individuals analyzing the status and problems of local reading programs and systematically seeking and developing solutions, this handbook is a programed self-study guide which may be used by a committee or task force to collect data and make decisions. The handbook contains eleven charts which may be used to summarize committee conclusions, to make a display, and to share findings and reporting recommendations. It also contains an appendix, which includes a summary of the purpose of the charts, suggested forms to assist in the process, definitions of terms, and other materials. While the handbook and charts are designed to apply to program planning and revision in reading, school personnel may find the planning process useful in discussing other curriculum needs as well. [This handbook was developed by the Right to Read Program of the U.S. Office of Education.] (LL)

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Right to Read Assessment and Planning Handbook

U S OE 904

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

RIGHT TO READ

ASSESSMENT AND PLANNING

HANDBOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, Secretary
Virginia Y. Trotter, Assistant Secretary for Education

Office of Education
T. H. Bell, Commissioner

This publication is based on materials developed by U.S. Office of Education Right to Read staff and as parts of contracts carried out by Learning Achievement Corporation of Los Angeles, California, and Contemporary Research, Incorporated of Palo Alto, California. Revisions of the original materials were made by members of a Right to Read Task Force.

This publication does not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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FOREWARD

The RIGHT to Read as a fundamental goal can only be realized if the individual needs of our children and adults are met.

As a National Effort, Right to Read is designed to prevent and eliminate reading-literacy difficulties; utilizing the resources (human, technical and financial) of government and the private sector. Its mission is to reach those who cannot read, as well as those who can, but are not reading. Individuals, groups and agencies can play a vital role.

The Right to Read Assessment and Planning Handbook is a document for use by those committed to analyzing the status of a local reading program and systematically seeking and developing solutions. It is a comprehensive approach to modifying existing practices and processes.

We in the Right to Read Office recommend it for your use as partners in a combined thrust to solve a major social and educational problem; thereby insuring the RIGHT to Read to all.

Ruth Love Holloway
Director
Right to Read Effort

INTRODUCTION

RIGHT TO READ
ASSESSMENT AND PLANNING HANDBOOK
for use by
An Individual School Building

The principal expects all teachers to teach every child to read;
All teachers expect every child to learn to read;
Every child expects to learn to read.
L. L. Cummins

RIGHT TO READ is a commitment — a solemn promise that we as a nation will do all in our power to see that individual expectations are fulfilled. This commitment provides motivation to implement at all levels of instruction the best that is known about the teaching of reading. As a tool to implement program review and planning, this Handbook may serve as a valuable guide.

The Right to Read Assessment and Planning Handbook with the accompanying charts are designed to assist individual schools:

(1) to examine the current reading program

(2) to select and rank program priorities

(3) to compare the current program with "Standards of Excellence" (criteria for good reading programs) and with successful reading programs and practices

(4) to state goals and objectives which apply to the individual school

(5) to plan appropriate steps to implement a more effective reading program.

Curriculum is developed and programs are planned as a result of involving school personnel in deliberations. These deliberations take into account the many variables in a particular situation. They can consider what the program is now and what the school wants the program to be. How to get from where you are to where you want to be is achieved by continuing the planning process.

The form and content of the Planning Handbook were suggested by U.S. Office of Education research reports, including "Information Needs Relating to Reading Achievement Improvement" (Scientific Education Systems, Inc., Oct. 1971) and "The Information Base for Reading" (Reginald Corder, Educational Testing Service, Berkeley, California, 1971). From these sources as well as from contacts with school and reading specialists, several basic assumptions about program planning have emerged:

(1) School personnel have at their disposal a significant amount of data on reading achievement and attitudes.

(2) Data to be incorporated into the reading program assessment should be that which can substantially and realistically aid the school in making necessary decisions.

(3) Program assessment, in the sense in which it is used by Right to Read, requires consideration of an array of context variables (teachers, materials, attitudes, non-school resources) in relation to some desired (though not immediately stated) goal. Thus, data are called for which will be used later to determine the objectives of the reading program in this school as well as the resources required to reach those objectives.

(4) The majority of decisions the school must make probably will not require information from the diagnostic profiles of individual students. Rather, information concerning group performance in a number of gross sub-areas of reading is required. However, actual implementation of a reading program does require diagnosis of each individual student's particular reading situation.

SUGGESTED PROCEDURES FOR USE

The Handbook may be thought of as a programmed self-study guideby which a committee or task force may follow a step-by-step procedure of collecting data and making decisions. Each member of the Task Force should have a copy of the Handbook and should record the information as it is discussed. The charts may be used to summarize committee conclusions to make a display and to use as a means of sharing findings and reporting recommendations.

The appendix is an integral part of the Handbook. It includes working papers such as a summary of the purpose of the charts, suggested forms to assist in the process, definition of terms and other helpful materials. There will be frequent references to the appendixes with suggestions for their use.

A Task Force should be set up to carry out the assessment and planning procedure and to monitor the program continually. That Task Force should include the principal of the school, two representative teachers, the librarian, at least two representative parents, a representative from the central administrative office, representatives that seem appropriate, i.e., community leaders, education association leaders, and business leaders.

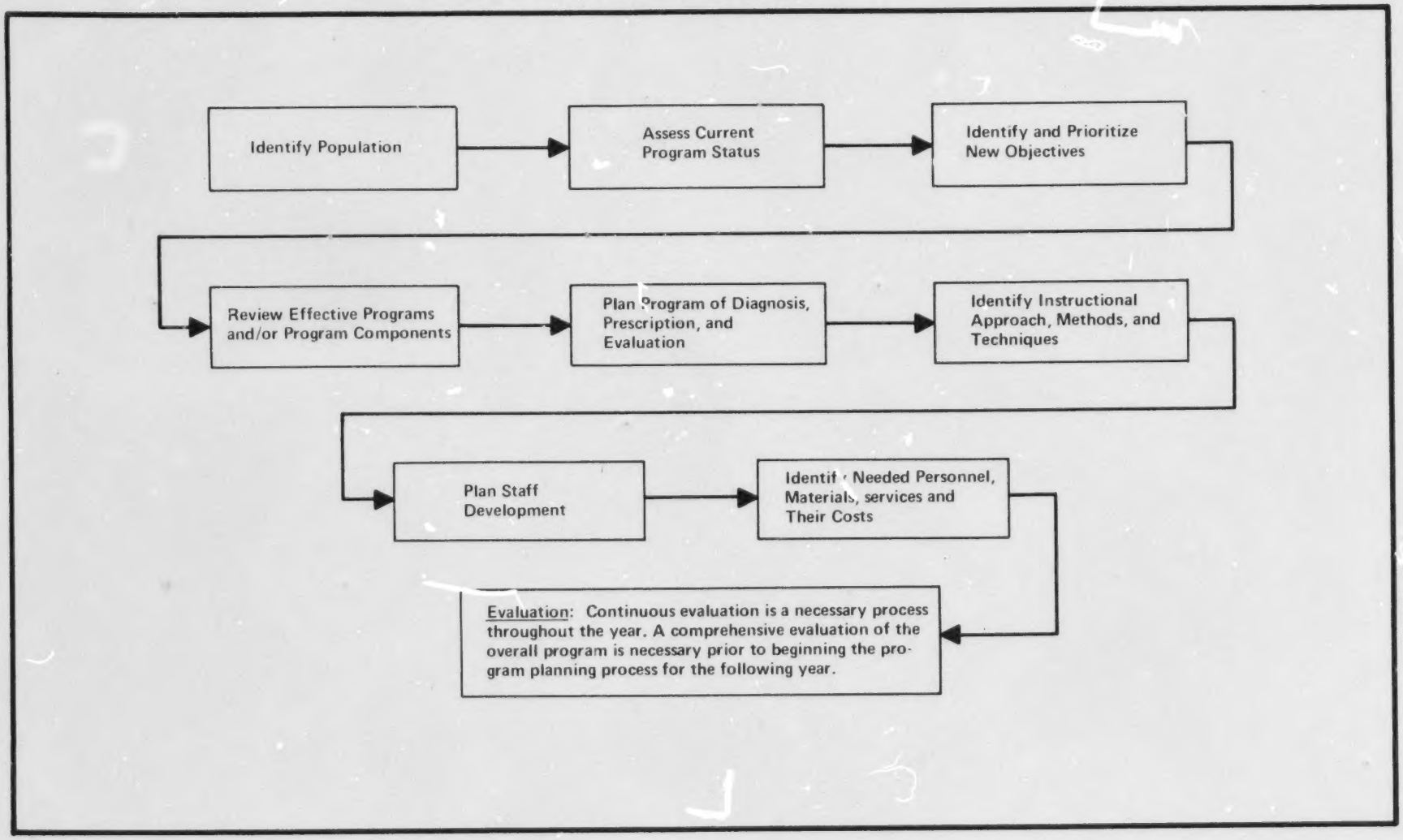
The end of the planning activity is signaled by completion of all entries on the charts. Pertinent information may, at this point, be compiled into a written statement which will be available to all participants in the program.

OTHER USES

While the Handbook and charts are designed to apply to program planning and revision in reading, they need not be limited to that segment of the curriculum alone. Other school personnel may find the process useful in discussing their curriculum needs.

Still another use of the material is in college courses in supervision and curriculum development as well as in reading instruction. Teachers in preparation can perceive their role as a teacher more clearly as they learn about the curriculum planning process. The materials can also be useful for inservice education with classroom teachers, aides and ancillary personnel in reviewing and modifying the existing reading program.

FLOW CHART FOR PROGRAM ASSESSMENT AND PLANNING


Identify Population
Assess Current Program Status
Identify and Prioritize New Objectives
Review Effective Programs and/or Program Components
Plan Program of Diagnosis, Prescription, and Evaluation
Identify Instructional Approach, Methods, and Techniques
Plan Staff Development
Identify Needed Personnel, Materials, services and Their Costs
Evaluation: Continuous evaluation is a necessary process throughout the year. A comprehensive evaluation of the overall program is necessary prior to beginning the program planning process for the following year.

BASIC DATA

(A) NAME OF SCHOOL _____

(B) GRADE OR LEVEL

(C) ENROLLMENT BY GRADE OR LEVEL

(D) TASK FORCE (name of members):

PRINCIPAL _____

READING SPECIALIST _____ LIBRARIAN _____

DISTRICT OFFICE ADMINISTRATOR _____ TEACHERS _____

_____

_____ PARENTS _____

_____

_____ OTHERS _____

ADDITIONAL DATA

(E) COMMUNITY REPRESENTED: ____ INNER CITY ____ CITY ____ SUBURBAN ____ RURAL

(F) ETHNIC/RACIAL DISTRIBUTION:

_____ % NATIVE AMERICAN ____ % ASIAN ____ % BLACK ____ % MEXICAN AMERICAN ____ % PUERTO RICAN ____ % WHITE

_____ % OTHER

(G) ON A.F.D.C. _____ %, OR OTHER INDIXES OF SOCIO-ECONOMIC LEVEL _____

(H) MOBILITY (LAST THREE YEARS): ____ % STUDENTS ____ % TEACHERS

BASIC DATA

The purpose of Chart 1 is to describe the population served and to facilitate organization of the Task Force.

Suggested steps to follow:

1. Fill out blanks A through D.
2. Select a permanent chairperson and recorder for the Task Force. The recorder should be given the Meeting Report Form to be completed during this session. (see Appendix p. 39).
3. Determine a regular schedule of meetings, if possible (1st Wednesday, 4 p.m. etc.) and set the next date, time and place.
4. Assign some member of the Task Force to get the "Additional Data" and record it before the next meeting.
5. All members will need to scan the entire handbook before the next meeting.
6. Discuss and decide to whom the minutes of your meeting will need to be sent. This list may be modified after you have worked through Chart 2D and "Determining Procedures for Curriculum Improvement." (see Appendix p. 57).
7. Adjourn meeting.

READING PROGRAM ASSESSMENT

PROGRAM ELEMENTS

GRADE OR LEVEL

I. Student Performance

RANKED PRIORITY

A. Standardized Tests

Record months or below norm:

- Word Recognition
- Vocabulary
- Reading Comprehension
- Spelling
- Word Usage
- Study Skills
-
-

B. Other Measures

Answer yes or no and rate 1, 2, 3, 4, or 5

Are Criterion Referenced tests given to students?

Are Informal Reading Inventories given to students?

Is an Attitude Toward Reading Survey given?

Is a Reading Interest Inventory given?

C. Evaluation Strategies

Answer yes or no and rate 1, 2, 3, 4, or 5

- Diagnostic methods are used with most or all students to determine individual reading needs.
- The teacher has formulated or selected specific objectives for each student and performance is measured in terms of these objectives.
- Records of progress are kept for each individual student's performance.
- Students are kept informed of their progress and are involved in self-evaluation (teacher-student conferences).

READING PROGRAM ASSESSMENT

The purpose of chart number 2 is to review the components and record the current status of the present reading program of the school, and assign priorities for improvement.

Suggestions for sources of data and methods of collecting and recording are provided in the following pages, and in the appendix of this handbook. Data should be recorded as collected on the blank charts in the handbook and may be transferred to the larger charts for display. A "Data Collection Form" is included in the Appendix p. 56.

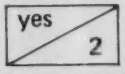
Central to assessment and planning a reading program is, of course, the individual student who is experiencing reading difficulties. The importance of his needs must determine the program's emphasis on a diagnostic-prescriptive approach to the teaching of reading. Unique individual problems such as bilingualism or bidalectalism will eventually require further study.

The Task Force must gain a broad view of:

1) Specific areas in which student performance seems most in need of improvement.
2) Patterns of reading difficulties within and between grades or levels.
3) Other factors which may affect reading progress in school, such as an overall climate of expecting success or lack of it.

The 2A chart is for the recording of data regarding how students read, and their interests in and their desires about reading. Specific areas of greatest need should emerge as the data is completed and will become high priority items in planning the new program.

Suggested steps to follow:

1. Record on Chart 11 starting date for Chart 2A.
2. Read Appendix pp. 43-46 on Standardized Tests.
3. Discuss and decide on a plan to collect needed data regarding standardized and other tests. You may choose to distribute the "Data Collection Form" (Appendix p. 56) to each teacher for completion or, in some instances, to the secretary who may have access to this information.
4. On Chart 11, record an estimated completion date for Chart 2A.
5. Record compiled data on the small chart 2A in the handbook and/or on the large wall Chart 2A.
6. Read the Appendix pp. 47-55 on Informal Measures.
7. Answer and record "yes" or "no" to the questions in Section B, Other Measures and use the rating scale as described in the Appendix material p. 58. 

8. Answer and record "yes" or "no" to the questions in Section C, Evaluation Strategies, and use the rating scale as in Step 7.
9. Read the Appendix p. 58 "Assigning Priorities for Objectives."
10. Discuss and reach consensus regarding the priorities, and record them in the "Ranked Priority" column.
11. Discuss the needs for staff development of the high priority items. List these needs of the "Staff Development Needs Summary" (see Appendix p. 67).
12. Evaluate work on this chart using "Monitoring the Program Planning Procedure (see Appendix p. 41) and record on Chart 11 the completion date.

GRADE OR LEVEL

RANKED PRIORITY

II. Program Organization

Answer yes or no and rate 1, 2, 3, 4, or 5

A. Is reading taught as a separate subject?

B. Is reading taught indirectly through other subject-matter courses?

C. Is special assistance provided for students in special need of reading help?

D. Is single teacher-multi-subjects organization used in the reading program?

E. Is a reading specialist available to teach students and/or consult with teachers?

F. Is team teaching used in the reading program?

G. Is student cross-age teaching used?

H. Is a program in effect using a certificated teacher on a one-to-one or small group basis?

I. Is an aide available to serve as paraprofessional staff member to assist the reading teacher?

J. Other (Specify) _____

K. Which of the following basic approaches and techniques are used for reading instruction?

- Meaning Emphasis
- Code Emphasis
- Linguistics
- Modified Alphabet
- Programmed Learning
- Individualized Reading
- Language Experience
- Eclectic
- _____

The purpose of Chart 2B is to help the Task Force view the organization of the reading program and determine what basic approaches are used for instruction. Upon completion of the K section, careful consideration should be given to assessing the continuity of the approach in the primary skills. Because different approaches may use a different learning sequence most students probably should complete a sequence of primary skills as developed by one approach or another to minimize the possibilities of omissions and confusions in their learning.

Suggested steps to follow:

1. Record on Chart 1 starting date for Chart 2B, and estimated completion date.
2. Discuss and answer "yes" or "no" to questions A through J. For definitions (see Appendix p. 78). Rate each item 1-5.
3. For section K, gather data required from each grade/level teacher and record.
4. Discuss, reach consensus, and assign priorities (1, 2, 3) to items A through J.
5. Discuss the needs for staff development of the high priority items. List these needs on the "Staff Development Summary", (see Appendix p. 67).
6. Evaluate and record on Chart 11 the completion date for Chart 2B.

GRADE OR LEVEL

L. What student grouping patterns are used?

Check those used:

- One-to-one
- Small groups (5 or less students)
- Large groups (6 or more students)
- Total Class
- Heterogeneous
- Homogeneous
- Is there need to study group patterns? Yes____ No____ Priority?

RANKED PRIORITY

M. What features of a planned and articulated reading program are evident?

Answer yes or no and rate 1, 2, 3, 4, or 5.

- Is a single planned, systematic program for teaching decoding skills used for most students in the school?
- ...comprehension skills used for most students in the school?
- ... study skills used for most students in the school?
- ...vocabulary skills used for most students in the school?
- Is there an alternative program provided for individualschildren who need it?
- Does the teacher use the text manual and supportive materials?
- Is a written record of skills mastered by each student (basal and recreational) passed to the next teacher?
- Is a written record of each student's reading level provided for content area teachers at junior and senior high?
- Is provision made in the school for careful reading placement of the entering student who comes with no records?
- Is initial reading instruction provided in the student's first language?
- When will money be allocated for major change of reading materials? (date) _____

Right to Read Assessment and Planning Handbook
Chart 2C - Directions

The purpose of Chart 2C is to examine grouping patterns and determine the status of provision for articulation of the reading program K-12.

Suggested steps to follow:

1. Record on Chart 11 starting date for Chart 2C, and estimated completion date.
2. Collect data on grouping patterns from teachers.
3. Record compiled grouping data on the small Chart 2C in the handbook and/or on the large wall Chart 2C.
4. Discuss and answer questions "yes" or "no" under Section M.
5. Discuss each item and rate (1-5).
6. Discuss, reach consensus, and record the priority (1, 2, 3) given each item. (see Appendix p. 58).
7. Evaluate and record on Chart 11 the completion date for Chart 2C.

Note: If grouping patterns seem to need modification, go to Chart 5. Write "Grouping Patterns" and check (✓) in one of the blank spaces.

RESOURCES		YES	NO	PRIORITY
Skills Assessment of Classroom Teachers of Reading	Has the "Teacher Skills Assessment Form" been completed for each member of the certified staff? (see Appendix p.69)			
Skills Assessment of Paraprofessional Personnel	Has the "Paraprofessional Skills Assessment Form" been completed for classified instructional staff? (see Appendix p.70)			
School Library	Total number of books in the library collection _____			
	Does the school have at least 10 books per student?			
	Does the school meet the standards for school media of the American Association of School Libraries? (see Appendix p.59) "Media Programs: District and Schools"			
Textbooks	Are adequate and appropriate reading textbooks available for each level of student performance?			
Supplemental Instructional Materials	Are adequate and appropriate supplementary books and materials available for each level of student performance?			
Staff Reading Specialists	Number available per week _____			
	Hours available per week _____			
Outside Consultants	Hours available per week _____			
Volunteers	Hours available per week _____			
DECISION MAKING	Has the "Determining Procedures for Curriculum Improvement in Our School" form been completed?			

The purpose of Chart 2D is to help the Task Force look at the resources, both material and human, available in the building to teach reading and to ascertain the district decision makers and the process regarding curriculum changes.

Ultimately, however, any differences that occur in instruction will be in the classroom and for this reason assessment of teacher and paraprofessional skills is most important, (see Appendix p. 69 and 70).

The number of books per student in the library, as well as the organization for their use, has significant ramifications in the reading program. Appropriate books, both basal and supplemental, in adequate number for every level of student is equally important. This does not mean a copy of the same book per student for each grade level. It may mean books representing a wider variety of difficulty for use with students of varying degrees of reading development with the same grade or level. "Appropriate" may mean an alternative approach for those who have not been able to succeed in the text used for most children in the district. "Appropriate" may also mean instructional material at the correct level of difficulty for each student and may also mean material that has not been used in earlier grades. That is to say, a sixth grader reading at the 3rd grade level (or 10th grade level) needs material, interesting to him which is written, at his instructional level and that he has not used or seen previously by his peers.

Suggested steps to follow:

1. Record on Chart 11 starting date for Chart 2D, and estimated completion date.

2. Discuss and plan an appropriate way for your building to complete the "Teacher Skills Assessment Form" and "Paraprofessional Skills Assessment Form.

3. Assign some Task Force members to determine the number of books in library and calculate the book per student ratio. Record on the chart.

4. Discuss, reach consensus, and record "yes" or "no" on the questions regarding textbooks and supplemental instructional materials.

5. Assign a Task Force member to determine and record the number of hours available to the school by reading specialists, outside consultants and volunteers.

6. Determine if there is a specific procedure in your district for improving curriculum.

7. If a procedure exists, complete the "Determining Procedures for Curriculum Improvement in Our School" (see Appendix p. 57).

8. Optional: If no procedure exists, complete any questions that you can on the above-mentioned form paying particular attention to IV.

9. Discuss, reach consensus and assign priorities to the appropriate items.

10. Evaluate and record completion of Chart 2D or Chart 11.

Right to Read Assessment and Planning Handbook
Chart 3

SUMMARY OF PRIORITIES (GOALS)

CATEGORY 1 Critical	CATEGORY 2 Important	CATEGORY 3 Desirable

The purpose of Chart 3 is to provide a display of the selected goals arranged in three categories as determined by the Task Force.

Suggested steps to follow:

1. Review Charts 2A, 2B, 2C and 2D. Enter all items from these charts that are ranked "1" in the Category 1, Critical of Chart 3. Items ranked "2" should be entered in the Category 2, Important column, etc.

2. All items that have been entered in the Category 1, Critical column represent the first series of goals to be accomplished by the Task Force. Action will be taken on the other two categories later. (see Appendix p. 58).

Note: As additional charts are completed and more data gathered, other high priority needs may become evident. If so, add them to this chart.

STANDARDS OF EXCELLENCE

R = READY

NR = NOT READY

GRADE OR LEVEL	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR
TOTAL																																														

STANDARDS OF EXCELLENCE FOR READING PROGRAMS

The purpose of Chart 4 is to record self-assessment data compiled by the instructional staff of their own readiness to carry out program components in terms of standards for excellence in reading programming. Schools in Right to Read states will likely want to consider adopting (or adapting) the State Criteria and/or Standards of Excellence. This list of criteria may be obtained from the State Director of Right to Read. Appendix p.73 carries a set of standards for excellence that may be considered for use, with needed modifications to fit your school.

The charts will show the self-evaluation of the staff or level by filled-in blocks indicating "ready" (R) or "not ready" (NR). The summary chart for the school or system will enter the number of teachers responding R and NR for each item by grade or other appropriate division for the school or system using the form.

Suggested steps to follow are these:

1. Before the staff meeting at which this assessment is to be discussed, duplicate Chart 4 and the list (or lists) of standards to be considered (the State Right to Read Criteria and/or Standards of Excellence, the standards contained in Appendix p. 73, and/or any other appropriate criteria) for each staff member.

2. Read and discuss the items of the standards being used.

3. Distribute the duplicated charts, asking staff members to indicate those items they are ready to accept and/or implement by blocking in or checking (whichever you prefer) the appropriate blocks on the chart. (Example of question: Are you ready to accept and/or implement for this school or district the idea expressed in Item 1?). The marking of the chart may be done privately, in conference with the principal, or in a group setting. It may be signed or unsigned, in terms of the wishes of the teachers.

4. Compile the information and record on the chart according to level. You may wish to use different colored ink for R and NR to make differences stand out.

5. Record totals at the bottom of the chart.

6. Examine, discuss, and note the staff development needs on the "Staff Development Needs Summary" (see Appendix p.67).

7. (Optional) at this point, the entire staff may wish to develop a school philosophy statement regarding the teaching of reading.

8. Evaluate and record completion of Chart 4 on Chart 11.

GOALS AND OBJECTIVES

GOALS (CRITICAL PRIORITIES)	BEHAVIORAL OBJECTIVES (SOLUTION STRATEGIES)

The purpose of Chart 5 is to develop behavioral objectives in relation to goals established by the Task Force. Competency in writing behavioral objectives is needed for Chart 6 and if lacking, inservice or the study of appropriate materials is indicated. Although the completion of Chart 5 is a relatively difficult job, it holds potential for tremendous rewards.

The "Goal" statements should indicate the outcomes expected by the Task Force in light of any deficiencies shown on Charts 2A, B, C, D. They are generally expressed in general (non-measurable) terms. Example: To improve the word analysis skills of students in the primary grades. For each goal there may be several (number will vary) steps necessary.

These steps are the statements that should be expressed in behavioral terms. These behavioral objectives are critical to the development of the program because they establish an objective basis for measuring program effectiveness and for guiding program change, whenever that becomes necessary. Behaviors should also refer to performances that call upon the same instructional materials being used in the school's program. They must also reflect the unique needs of the district as well as the local resources.

After the behavioral statements are completed, they can be linked to particular instructional materials as the prescriptive phase of a Diagnostic - Prescriptive - Evaluative system. There may be need for the continuous development of new objectives as the program evolves and improves.

Suggested steps to follow:

1. Assess the abilities of the Task Force members to write objectives.
2. If help is needed, arrange for inservice. See Appendix p. 71 for sample objectives.
3. Convert each critical category statement from Chart 3 to a goal statement and enter in one of the larger areas at the left of the chart.
4. Write, in behavioral terms, the steps needed to accomplish each of the goal statements.
5. Discuss and decide if there is a need for inservice work regarding writing and using objectives for the entire staff. If so, record on the "Staff Development Needs" (see Appendix p. 67).
6. Evaluate the work on this chart and record the appropriate information on Chart 11.

REVIEW OF EFFECTIVE PROGRAMS

Select and check ✓ program components to be reviewed.

EFFECTIVE PROGRAM LOCATIONS / PROGRAM COMPONENTS	○ Class Organization and Schedule	○ Diagnosis Prescription Methods	○ Instructional Approaches	○ Student Motivation	○ Parent Community Involvement	○ Personnel Requirements	○ Staff Development	○ First Language Instruction	○ Materials	○ Materials Keyed to Skills	○ Instructional Equipment	○ Management System	○ Recordkeeping	○ Facilities	○ Evaluation	○ Start-up Cost	○ Per Pupil Operating Cost	○	○

REVIEW OF EFFECTIVE PROGRAMS

The purpose of Chart 6 is to review programs and literature of exemplary practices of teaching reading in accordance with criteria selected by the Task Force to aid in the implementation of program objectives.

The U.S. Office of Education Right to Read Effort under a contract to American Institute for Research of Palo Alto, California has studied more than 2,500 programs and will have validated twelve effective reading programs for packaging. AIR will also publish a descriptive catalogue which describes promising practices and programs which appear to be successful but did not meet stringent data requirements necessary for packaging.

The completion of this chart may take considerable time because locating, studying, and arranging for visits (if necessary) to other programs is not a short term process but its importance should not be overlooked. To omit this step could result in many wasted hours. Why attempt to rely on your own resources to reach your goals when other districts may have faced and solved some of the same problems?

State Departments of Education, Intermediate School District offices, colleges, publishers, district reading coordinators, state libraries, as well as local staff and community people may have information regarding programs to research or visit. The professional journals often carry articles describing ways to meet district needs that could spark creative ideas among the Task Force members.

Suggested steps to follow for this chart:

1. Discuss the program components listed at the top of the chart.
2. Check (✓) those that are important to your district in light of any deficiencies that you may have found in using Charts 2A, B, C, D.
3. List and check (✓) other components that may be apparent after the study of the Standards of Excellence.
4. List in the blank space and check (✓) other components that are unique to your district needs.
5. List in the left column programs to study and/or visit.
6. Decide who will be responsible for arranging each visitation, conducting a study of those too far away to visit, and compiling the information gathered.
7. Develop a system which will aid each member of the Task Force to become fully aware of the contribution of every study to your overall plans for improving reading in your district (see Appendix p. 77).
8. Compare, select, and mark good examples of program components that may be included in your proposed program.
9. Evaluate and record completion of this chart on Chart 11.

DIAGNOSIS/PRESCRIPTION/EVALUATION

LEARNER OBJECTIVES	DIAGNOSIS		PRESCRIPTION			EVALUATION		Estimated Evaluation Schedule	
	Test or other Evaluation Technique Available	Test/Technique Acquired or Developed By Whom	Instructional Approach(es)	Materials Available	Materials Needed, Acquired or Developed by Whom	Test/Technique Available	Test/Technique Acquired or Developed By Whom	Pre	Post

The purpose of Chart 7A is to record plans for diagnosis, prescription, and evaluation of selected objectives in learning activities. Using the learner objectives (not curricular) from Chart 3 and the information obtained on Charts 2A, 2B, 2C, and 2D, the Task Force should be able to determine a method of measuring growth for each objective. It is important to realize that both teacher and commercially prepared instruments have value in the process. The instruments selected must measure the objective under consideration. For instance, to meet a skill goal such as "Improving word recognition in the primary grades", the Task Force might develop as one objective: "Given a list of sight words, the student will accurately and instantly pronounce each word as it is presented to him." This is the diagnostic phase of teaching and should reveal which words the student knows and which he must learn. The prescriptive phase comes next, in which certain activities should prepare the student to reach the objective. The activities may vary, but whatever is done should be specific for that objective. The evaluation stage comes when the student has completed the activities and is again asked to recognize the words at sight. If he can do so the objective has been reached, if not reteaching is indicated

Sources of information on diagnosis and prescription include among others, your reading director or consultant, local university personnel, the State Right to Read staff, and the International Reading Association.

Instruments that measure specific objectives come in many forms: standardized tests, criterion measurement, attitude surveys and interest inventories. Be sure that the diagnostic instrument measures the current state of knowledge of the objective, the instructional materials fit the students needs and if the initial instruction does not accomplish the objective, provision is made to redirect efforts using alternative materials. Suggested steps to follow:

1. List the learner objectives taken from Chart 5.
2. Determine the test or other evaluation technique to be used to measure current knowledge of the selected student population for the objective.
3. After discussion and study of possible instruments, list the person responsible for acquiring or developing the test/technique for use and record by what date it will be needed. (Pretest)
4. Determine what materials will be needed to teach the objective. List the materials needed, the person responsible for obtaining them, and by what date they should be available for use.
5. Determine the appropriate instructional approach(es) or techniques to be utilized (see Appendix p. 78).
6. Determine the technique for evaluating the instructional activity. (Post-test).
7. After discussion and study of possible evaluative materials, list the person who will be responsible for acquiring or developing the test/technique and record by what date it will be needed.
8. From the information in former steps, determine a pre- and post-test schedule. At this stage of your planning remember that revision of the time span may be altered in the future.
9. Discuss and decide if inservice will be needed in order for the staff to use the tests and other evaluative techniques indicated on this chart. If so, record on the "Staff Development Needs" form (see Appendix p. 67).
10. Evaluate your work on this chart and record completion date.

PROGRAM SUPPORT DESIGN

CURRICULAR AND OTHER OBJECTIVES	CURRENT STATUS PROGRAM COMPONENT TO BE CHANGED	DESCRIPTION OF STATUS TO BE ACHIEVED	RESPONSIBLE PERSON(S)	DATE TO BE COMPLETED

Section B is for those objectives that are not student or learner objectives. As an example, an objective to select and implement an instructional approach or to develop and print individual student record cards for decoding skills would go in this section.

Completion of this chart will provide a review of the status of program components selected for improvement. Right beside this a brief statement of the status to be achieved will provide means of ready comparison.

Who will carry out each objective? When do you expect the objective to be completed? These questions will lead the Task Force to make these critical decisions.

Suggested steps to follow:

1. List the curricular objectives. Example: Grades K-6 will begin to use a management system in decoding skills for all children by November 1, 197 .
2. Describe current status of the program component. Example: (1) nonexistent or (2) available, but not used.
3. Describe the status to be achieved. Example: management system in decoding skills operating at all levels.
4. Decide the action to be taken and record name of person who will take responsibility for organizing forces to achieve the objective.
5. If staff development will be necessary to achieve the objective, list on "Staff Development Needs Summary" form (see Appendix p. 67).
6. Discuss, decide, and record a realistic date for completion.
7. Proceed to the next objective, if any.
8. Evaluate and record completion of Chart 7B on Chart 11.

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STAFF DEVELOPMENT

OBJECTIVES	PERSONNEL	No.	STRUCTURE	CONDUCTORS	PROCEDURE	HOURS	DATE	EVALUATOR(S)	EVALUATION METHOD	INCENTIVE(S)	COST
A	B		C		D	E		F	G	H	I

The purpose of chart 8 is to assist the Unit Task Force in recognizing (rather than trying to recall) options for staff development before making decisions on the same and for recording their decisions. It attempts to relate all staff development activities back to the priority objectives of the program already identified by the Unit Task force in chart number 5. Secondarily, the chart may assist in developing a personnel development program which is based on individual and group needs, continuous and held at most convenient times, supportive and morale building, cost effective, focused on doing, practical and classroom related, done by local personnel wherever possible, meeting the ethnic/racial/cultural needs of all parties concerned.

Suggested steps to follow:

1. List all priority objectives in column A as you have them listed in chart 5. Obviously list only those which demand further personnel development.

2. Review information recorded on "Staff Development Needs" form (see Appendix p. 67). The remaining steps on the chart are to be completed based on the priority objectives and the information received from the "Staff Development Needs Summary".

3. Identify the personnel to receive training, e.g., administrators, reading specialists, librarian, aides, multi-subject matter teachers, other school personnel, and list them in column B of the chart, along with the number to receive training in the column "Personnel" on this chart.

4. In column C "Structure" describe the general format for the training program, e.g., clinic instruction, workshop, visits to other classes/schools, publisher supplied, consultant supplied, college class, T.V., professional library subscription, seminar, institute, tour, and other, as well as listing those who will be conducting.

5. Describe the procedure for the training program in column D, "Procedure", e.g., lecture, debate, sumulation, role-playing, hands on, one-to-one discussion, directed practice, question-answer session, modeling, video tape, case study, panel, reading/writing experience, symposium, observation and other.

6. In column E record the schedule, e.g., time after school, weekends, evening, during the school day, summer, and other. Record the dates scheduled in the column "Date".

7. In column F, "Evaluator(s)", indicate those who will be evaluating the training program, e.g., leader, participants, outside observer, parents, analyst, facilitator, statistician, and other.

8. The method for evaluation should be recorded in column G, e.g., written, oral, audio questionnaire, pre-and post test, group, individual, and others.

9. Record in the "Incentive(s)" column, column H, the incentives selected for the participants, e.g., over-time, college credit, public recognition, certification, stipends and other.

10. The costs for the training program are to be recorded in column I, "Cost", e.g., stipends, honorarium, materials, travel per diem, dues, and other.

11. Evaluate the completion of this chart and record on chart 11.

INSTRUCTIONAL MATERIALS, EQUIPMENT AND SERVICES

ITEMS (Check ⊘ only those necessary to proposed program)	A NUMBER NEEDED FOR PROGRAM	B NUMBER AVAILABLE IN SCHOOL	C NUMBER AVAILABLE FROM OTHER SOURCES	D NUMBER TO BE PURCHASED	E ESTIMATED COST IF PURCHASED
Basal texts ○					
Programmed texts ○					
Workbooks ○					
Worksheets ○					
Tests ○					
Multi Media kits ○					
Paperbacks (non-cataloged) ○					
Magazines, Newspapers ○					
Games/Simulations ○					
First Language Materials ○					
Library Materials ○					
Films, Filmstrips ○					
Instructional Equipment ○					
Parent/Community Expenses ○					
Field Trips ○					
Other ○					

INSTRUCTIONAL MATERIALS, EQUIPMENT AND SERVICES

The purpose of Chart 9 is to provide means of listing materials, equipment and services currently available and of determining costs of additional instructional materials and services needed to implement the stated objectives. An inventory of the building's materials must be available to complete this chart.

Suggested steps to follow:

1. Study the building inventory.
2. Check (✓) items necessary to proposed program.
3. Record each checked (✓) item for Columns A, B, and C if quantity known.
4. Decide who will be responsible to determine and record the number for Column C (number available from other sources.)
5. Decide who will be responsible to determine cost per individual item.
6. Decide who will be responsible for calculating and recording costs. (Column E)
7. Evaluate and record the completion of this chart and on Chart 11.

Right to Read Assessment and Planning Handbook
Chart 9B

COST ANALYSIS FOR PROPOSED PROGRAM

	A		B	C	D	E	F		G	H	I	J	K	L
Objectives	Is staff number adequate ?		If no, additional certificated personnel needed	Estimated annual cost	If no, additional classified personnel needed	Estimated annual cost	Are additional work days necessary for inservice and/or curriculum work?		If yes, additional classified days needed	Estimated cost	If yes, additional certificated days needed	Estimated cost	Professional materials and supplies for inservice and planning	Estimate of total additional cost
	Yes	No					Yes	No						
TOTALS														

COST ANALYSIS FOR PROPOSED PROGRAM

The purpose of this chart is to focus consideration on additional personnel and materials which may be needed to carry out the objectives determined for this program. By completing this chart, you will be able to estimate the personnel and other costs for each objective selected. Attention is directed to two areas: 1) instructional personnel needed to implement action for achieving each objective and and 2) costs of additional staff time, materials, and supplies necessary for inservice and curriculum planning. Note: (Changes may involve reallocation of existing resources, no additional funds may be required).

Do you have a sufficient number of staff members to do the job? For each objective, you will need to answer this question for both certificated and non-certificated staff. Will you need additional work days for staff inservice and curriculum planning? How many days total? Your personnel office should be able to help you estimate these costs. Do you have the professional books you need and other materials for staff development? Will you need consultative services? If you will, make an estimate of what you will need and the cost.

Your totals will help you determine whether each objective is realistic at the present time as you consider its cost in relationship to resources available. The completed chart may be helpful to you in justifying requests for additional allocations for your reading program.

This chart shows what additional dollars will buy. Suggested steps to follow:

1. List your objectives from Chart 5.
2. Discuss, decide and answer "yes" or "no" regarding the adequacy of your entire staff to carry out the first objective (Column A).
3. If your answer is "yes", proceed to Column F. Discuss and decide if additional work days will be needed for inservice and/or curriculum planning. Answer "yes" or "no". If the answer is "no" record and go on to your next objective.
4. If the answer to Column A is "no", discuss, decide and record in Columns B and D the number of certificated and/or classified personnel needed. Estimate the cost and record in Column C and/or E.
5. Proceed to Column F. If the answer is "yes", decide and record in Columns G and I the estimate of additional days needed for inservice and/or curriculum planning. Estimate costs and record in Column H and/or J.
6. Refer to "Staff Development Needs Summary" (see Appendix p. 67)
7. Estimate cost of professional materials, supplies, consultative services, workshops, etc., and record in Column K.
8. Column L = C + E + H + J and K. Record estimate of total additional costs for this objective.
9. Proceed to your next objective, if any.
10. Total all columns at bottom of the chart. Add Columns C, E, H, J and K for total cost of proposed program.
11. Consider the cost in relationship to resources available. You may need to refer to "Determining Procedures for Curriculum Improvement in Our Schools", (see Appendix p. 57).
12. Record completion on Chart 11.

Right to Read Assessment and Planning Handbook
Chart 10

EVALUATION PLAN

EVALUATOR _____

Population assessed	PROGRAM OBJECTIVES	INSTRUMENT AND/OR TECHNIQUE USED		SIZE OF POPULATION	EVALUATION RESULTS		PERFORMANCE CHANGE Give scores or describe change
		NAME	SUBTEST		PRETEST DATE _____	POST TEST DATE _____	

The purpose of this chart is to provide a procedure for recording continuous evaluation of the planned program. This is to be a working chart containing data that will be updated from time to time.

Suggested steps for Chart 10:

1. Identify the evaluator in the upper right hand corner of the chart.
2. Copy the objectives from the program "Goals and Objectives" Chart.
3. Identify them by population assessed.
4. Enter the name of an existing instrument, technique or an instrument that is to be developed by local personnel, and enter under "Instrument Used" column. Identify the subform if appropriate.
5. Enter the size of the population assessed in that column. (There may be occasions where the given sample size would be smaller for a given objective if that objective was aimed at a sub-group within the project.)
6. Under "Evaluation Results" column, first insert the dates of the pre- and post-evaluation. As the data is accumulated, present it in summary form.
7. Under "Performance Change" the information for raw scores and normalized results may be recorded or the change identified may be described.
8. Evaluate and record the work on this chart on Chart 11.

MONITORING OUR PROGRESS

CHART	BEGINNING DATE	PROPOSED COMPLETION DATE	COMPLETION DATE	COMMENTS
1				
2 A				
B				
C				
D				
3				
4				
5				
6				
7 A				
B				
8				
9 A				
B				
10				
11				

Chairperson of Task Force

MONITORING OUR PROGRESS

The purpose of Chart 11 is to record planned and current progress in the completion of the Right to Read charts. A continuous evaluation process is necessary to make this system work. Chart 11 is used to record progress, but the actual evaluation procedure is carried out using "Monitoring The Planning Procedure" (see Appendix p.41). This procedure is followed as each chart is completed before proceeding.

Suggested steps for Chart 11:

1. At the first Task Force session record the "Beginning Date" and "Proposed Completion Date" for Chart 1.

2. After Chart 1 is finished, and before recording the "Completion Date", the entire chart should be evaluated using "Monitoring The Planning Procedure" (see Appendix p.41).

3. Proceed to next chart and repeat Steps 1 and 2 for 2A, 2B, 2C, 2D through 10.

PURPOSES OF THE RIGHT TO READ CHARTS 1-11

1. The purpose of chart number 1 is to describe the population served and to facilitate the organization of the Task Force.

2. (Sections A, B, C, D)
   The purpose of chart number 2 is to review the components and record the current status of the reading program. Further, to assign priorities for improvement of the school's reading program.

3. The purpose of chart number 3 is to provide a display of the selected goals arranged in 3 categories as determined by the Task Force.

4. The purpose of chart number 4 is to record self-assessment by the instructional staff of readiness to carry out the program components.

5. The purpose of chart number 5 is to develop behavioral objectives in relation to goals established by the Task Force.

6. The purpose of chart number 6 is to review programs and literature of exemplary practices of teaching reading in accordance with criteria selected by the Task Force to aid in the development of program objectives.

7. (Sections A, B)
   The purpose of chart number 7 is to record plans for diagnosis, prescription, and evaluation of selected objectives in learning and curriculum, and to determine instructional approaches, methods, and techniques.

8. The purpose of chart 8 is to record plans for staff development needs to implement the stated objectives.

9. (Sections A, B)
   The purpose of chart number 9 is to provide means of listing materials, equipment and services currently available and of determining costs of additional instructional materials and services, and personnel needed to implement the stated objectives.

10. The purpose of chart 10 is to record the continuous evaluation of the program.

11. The purpose of chart number 11 is to record planned and current progress in the completion of the Right to Read charts.

RIGHT TO READ TASK FORCE
MEETING REPORT FORM

Date _____

Check ___ if present

Members' Names

Chairperson _____ ___ _____ ___
Recorder _____ ___ _____ ___
_____ ___ _____ ___
_____ ___ _____ ___
_____ ___ _____ ___

Others: _____

The Task Force worked on Chart___. Discussion topics, activities and decisions were:

1.

2.

3.

If more space is needed, please use the back of this sheet.

At our next meeting (Date _____ Time _____ Place _____)
we will consider Chart___. Our assignments before the next meeting are:

_____

_____

Signed _____
Recorder

Recorder Note: Please complete this form at the meeting and give to school secretary (or other person) to type and distribute to the following people:

_____

_____

MONITORING THE PLANNING PROCEDURE

As each chart is completed, the Task Force should examine the results, using the following procedure:

A. Review the product

1. Have all of the steps required for the completion of the chart been considered and provided for?

2. Are the results accurate?

3. Is there concensus that the Task Force is now ready to proceed to the next chart?

B. Recycle when needed

1. If the Task Force is not satisfied with the quality of the work performed the tasks should be repeated until a concensus of satisfaction is reached.

2. When concensus is reached, the chart is completed and the Task Force proceeds to the next step.

C. Provide appropriate progress reports

1. Accurate records of decisions and action should be maintained.

2. A variety of reports may be essential. The district administrator may need a constant flow of information, given directly by the chairman, while the district faculty may receive written periodic progress reports.

D. Secure authority to proceed

1. Even though initial authority should have been granted to the Task Force to improve the reading program, it may be essential to reaffirm this authority at some steps of the process.

2. Accurate documentation is regarded as essential to the granting of authority especially for those steps requiring additional funding.

3. If authority is withheld seek clarification for the withholding and plan appropriate alternatives to overcome the deficiencies.

4. Proceed to the next step (chart) when all of the above evaluating steps have been accomplished.

5. Record completion progress on chart Number 11.

APPENDIX

EVALUATION

An effective reading program must have a strong evaluation component which utilizes both formal and informal techniques of evaluation. To assist you in planning your evaluation component (as parts of charts 2, 7, and 10), this appendix on Evaluation includes three sections: (1) Standardized Tests, (2) The Anchor Test Study, (3) Informal Measures. The first section presents information about standardized tests and their use. Section 2 discusses a recent U.S.O.E. project — the Anchor Test Study — which permits some widely-used standardized tests to be interchanged in pre- and post-testing (at grades 4-6). Section 3 provides some suggestions for informal measures that are often used in evaluating the effectiveness of the reading program.

STANDARDIZED TESTS

The suggested test areas on Chart 2A are: Word recognition, vocabulary, reading comprehension, spelling, and word usage. Add or delete according to your district's inclinations. Information from standardized tests should reveal some reading needs. The Task Force must consider the unique qualities of particular tests in these areas before making selections, i.e., the selected test must in fact evaluate accurately the area under consideration. Standardized tests in other subject areas could be included also. There is a general description and evaluation of 7 reading tests (Anchor Test Study) that schools are encouraged to use at the end of this article. These were selected for the Anchor Test Study because, at the present time, they are widely used. The Anchor Test Study provides a means for comparing scores on the seven tests. Without this comparison, a score of one month below the norm on one test for a particular child did not mean the same as it did for another child who is one month below the norm on a different test.

In collecting data on student performance, the following examples and explanations may prove helpful. The blank forms should be filled, ready for data transfer to Chart 2A, when appropriate information has been gathered. Information on reading comprehension, word recognition, and other achievement data may be gathered from currently existing student files. Where current data are not available on a given group of students, data gathered during the previous school year may be substituted. However, data should be no more than one year old.

DATA COLLECTION

Grade or Level Grade 4

Subject or Area	Evaluation Instrument Used	Date	Class Range	Class Average	Norm**	Distance of Class Average from Norm (In months)
Reading Vocabulary	California achievement Reading, 1970 Form A	Feb. 4,	2.1	3.9	4.5	-6

**The norm is unique to the test used. It should be stated for each evaluative instrument used.

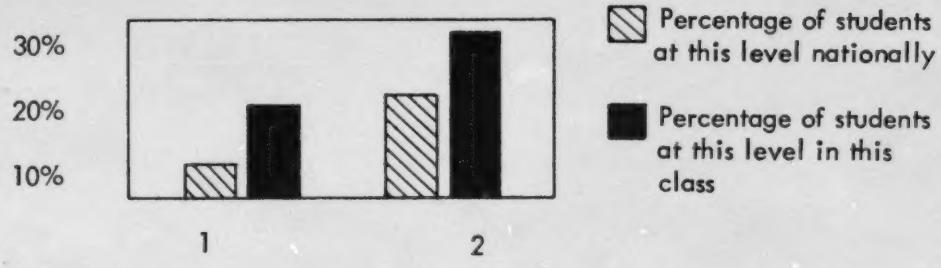
For each grade or level the distance of the class average from the test norm (in months) should be transferred to Chart 2, see Appendix p. 56 for "Data Collection" form.

Data may be displayed using other formats also. The following is used to focus on achievement patterns within a class. (These data are not transferrable to Chart 2.)

READING PATTERN DISPLAY

Grade or Level 3

Percentage of Students at Reading Levels



In the above example over 20% of the third grade students read at the first grade level, while nationally only 10% of third graders read at that level.

The list of skills under STUDENT PERFORMANCE on Chart 2 could be increased by the Task Force as stated previously. Perhaps a statement about reading will clarify reasons for selection of the list. Reading is generally considered to be a consecutive process in which the reader first recognizes words using three recognition devices - a "likeness-and-difference" approach in which he determines the printed letters while excluding those which look almost the same but are not, a context approach in which he uses his experience to narrow the possibilities of which word belongs under the topic about which he is reading and in the type of sentence he is reading, and a "matrix" skills which means that through much reading practice he has learned to note the combinations of vowels and consonants which are unique to the English language. Having recognized the word he then attaches a known meaning to it, or deduces one from the context of the sentence. This is an oversimplification, but will serve as justification for standard tests suggested:

(a) Word Recognition — It is necessary to determine if the student can use devices referred to above, and if not, which give trouble.

(b) Vocabulary — Which words are meaningless or have meanings so ambiguous as to be useless?

(c) Reading Comprehension — Can the student gain the information that the author intended to convey - facts, directions, etc.?

(d) Spelling — Is the student capable of analyzing words into their "sound" components? This is a further check on word-recognition techniques.

(e) Word Usage — Does the student understand syntax to the extent that he can gain knowledge of time, relationships, subordination, etc.? This is important in order to comprehend what is read.

THE ANCHOR TEST STUDY

The Anchor Test Study had two objectives: (1) to provide the ability to translate a child's score on any one of the seven most widely used standardized reading tests into a score on any of the other tests, and (2) to provide new nationally representative norms for each of the tests involved. An eighth test (The Gates-MacGinitie Reading Tests) was later added. The Office of Education published in late 1974 "Equivalence and Norms Tables for Selected Reading Achievement Tests" (Publication 74-305), to meet objective 1 of the Anchor Study.

The Anchor Test Study was conducted by the Educational Testing Service (Western Office, Berkeley, California) under contract from the U.S. Office of Education.

The choice of grades four, five, and six for the Study was made because reading is to crucial early in the child's educational career. Also, available data on testing show that school systems throughout the nation administer reading tests most frequently in the upper elementary grades.

The eight standardized tests selected for the Study are those most widely used by school systems throughout the nation. Data on test usage collected by the U.S. Office of Education show that these eight tests are used with more than 90 percent of the fourth, fifth, and sixth-grade children tested by school systems. The test editions, forms, and levels used are listed on the following page.

TESTS FOR LOWER PRIMARY GRADES

The Center for the Study of Evaluation (USLA Graduate School of Education) has evaluated elementary school tests available for all subjects and areas. The resulting publication was CSE Elementary School Test Evaluations.

TESTS INCLUDED IN ANCHOR TEST STUDY

TITLE/EDITION/FORM	PUBLISHER	SUBTESTS	LEVEL BEING USED FOR GRADE 4	5	6
California Achievement Tests (1970) — Reading, Forms A and B	CTB/ McGraw Hill	Reading Vocabulary Reading Comprehension	Level 3	Level 3	Level 4
Comprehensive Tests of Basic Skills (1968), Forms Q and R	CTB/ McGraw Hill	Reading Vocabulary Reading Comprehension	Level 2	Level 2	Level 3
Gates-MacGinitie Reading	Teachers College Columbia University	Reading Vocabulary Reading Comprehension	Survey D	Survey D	Survey D
Iowa Test of Basic Skills (1970), Forms 5 and 6	Houghton Mifflin	Vocabulary Reading Comprehension	Level 10	Level 11	Level 12
Metropolitan Reading Tests (1970), Forms F and G	Harcourt Brace Jovanovich	Word Analysis Reading	Elementary	Intermediate	Intermediate
Sequential Tests of Educational Progress STEP Series 11 (1969), Forms A and B	Educational Testing Service	Reading	Level 4	Level 4	Level 4
SRA Achievement, Series (1970), Forms E and F	Science Research Associates	Vocabulary Reading	Blue Edition	Blue Edition	Green Edition
Stanford Reading Tests (1964), Forms W and X	Harcourt Brace Jovanovich	Word Meaning Paragraph Meaning	Intermediate	Intermediate	Intermediate

AN INFORMAL READING INVENTORY

Purposes: (1) To permit the teacher to find the level on which a child should be instructed in reading, or (2) to tell the teacher whether a particular textbook "fits" the child — whether it is too hard or too easy.

Materials needed: Series of graded reading textbooks, questions prepared on a selection of at least 100 words from each book.

Selecting stories: Story located between pages 20 and 40 in each book and on at least 100 words.

Questions: Four questions at first grade level, eight at higher levels. Multiples of four make scoring easier. At least one-fourth of questions involve thought beyond what is stated in copy. ("The story didn't tell us, but what do you think made Nancy late for the party?" "From what you have read, try to describe what you think will happen next.")

Criteria for success:

COMPREHENSION — Understands at least three-fourths of main ideas (answers three-fourths of comprehension questions).

WORD RECOGNITION — Misses not more than one of each twenty words he reads - includes misses both in silent reading and in oral re-reading. Proper names and additional misses on same word are not counted.

Determining instructional level: Highest level at which child meets both criteria for success.

When to use: Use with those children about whose reading instructional level the teacher is in doubt. Not all pupils need it. May be used in beginning of year to help in grouping children for instruction if teacher does not have sufficient information about some children. May also be used in getting instructional level in remedial work.

How to give the informal reading inventory:

(1) Assemble books to be used.
(2) Select one in which child is likely to succeed.
(3) After quick attempt at motivation, ask child to read selection silently.
(4) As child reads silently, record in section A (WORDS ASKED DURING SILENT READING) any words on which he requests help. Mark in section E (SILENT READING CHECK LIST) any symptoms of poor reading.
(5) Ask the child questions on the selection. Record in section D (COMPREHENSION AFTER SILENT READING) "plus" for correct answers, "minus" for incorrect answers.
(6) Have child read same selection orally. Record in section B (WORDS MISSED IN ORAL READING) any words he misses. Check in section F (ORAL READING CHECK LIST) symptoms of poor reading.
(7) Determine whether child passed both requirements — comprehension and word recognition. If so, take next higher level book and repeat from item three. Keep going until he fails on one of the criteria. If he fails on first selection tried, drop to a lower level. Instructional level is highest level at which he meets both criteria. Sometimes, because of excessive symptoms of poor reading, the examiner may drop to a lower level for the recommended instructional level. Record instructional level in section G (INSTRUCTIONAL LEVEL).

Right to Read
Handbook Appendix
For Use With Chart 2A

EVALUATION

Name: _____ Date: _____

Series: _____ Trial Levels: 1___, 2___, 3___, 4___

A. WORDS ASKED DURING SILENT READING:

Trial 1	Trial 2	Trial 3	Trial 4

B. WORDS MISSED IN ORAL READING:

Trial 1	Trial 2	Trial 3	Trial 4

C. SUMMARY OF WORD RECOGNITION:

	Trial 1	Trial 2	Trial 3	Trial 4
Words in selection				
Silent Words asked				
Oral words missed				
TOTAL WORDS MISSED				
Satisfactory or Poor	S P	S P	S P	S P

D. COMPREHENSION AFTER SILENT READ:

Trial 1	Trial 2	Trial 3	Trial 4
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
S P	S P	S P	S P

E. SILENT READING CHECK LIST:

1	2	3	4	
				Moves lips, no sound
				Whispers
				Points at words
				Book held too close
				Book held too far away
				Appears tense
				Moves head
				Reads slowly

F. ORAL READING CHECK LIST:

1	2	3	4	
				Word-by-Word reader
				Inappropriate phrasing
				Ignores puncuation
				Many mispronunciation
				Faulty enunciation
				Monotonous voice
				High-pitched voice
				Tense or nervous
				Excessive repetitions
				Loses place
				Poor sight vocabulary
				Context guesses wrong
				Poor word attack skills
				Reads slowly
				Skips words
				Adds words
				Reads too fast
				Unknown words not tried

G. INSTRUCTIONAL LEVEL: _____

H. NOTES ON WORD ATTACK:

Examiner: _____

ATTITUDE SCALE

To be used by the teacher to rate each student individually.

Name of Student _____ Date _____

-2	-1	0	+1	+2
Student does not choose to read during free time.				Student frequently chooses to read during free time.

Another variety is illustrated below:

READING ATTITUDE
(Student completes by himself)

Student _____ Date _____

Arrange the following so that what you like to do most is listed first:
Hike, read, watch TV, write a story, etc. . . .

In which of the following work is reading needed very much, some, not at all:

	Very Much	Some	Not at all
1. Policeman			
2. Nurse			
3. Etc. . . .			

Interest Inventories

Interest Inventories — Many are informal, teacher constructed but commercial inventories are easily obtained if desired. Sometimes they are General Interest, as interests of students do correlate highly with their reading interests. Here, the discussion will be confined to Reading Interest Inventories. In general they are of three kinds: Lists of books from which a student is asked to indicate those which interested him, or in which he feels he would be interested; those which use ficticious book titles and ask students to indicate which they would like to read (thereby revealing topics and method of treatment which is most appealing); factors which make books interesting (usually selected by research from books which have proved their appeal to students, or compiled jointly in student and teacher discussions and conferences. Example:

READING INTERESTS

Student _____ Date _____

For each title listed, decide if you would want to read the book listed or not. Use these categories:

	WANT TO READ VERY MUCH	DON'T CARE	DO NOT WANT TO READ	
1.	_____	_____	_____	John and the Waterhole Mystery
2.	_____	_____	_____	Mary Finds a Sister
3.	_____	_____	_____	Mystery on the Nile

A SCALE TO MEASURE ATTITUDES TOWARD READING

by
Thomas H. Estes*

(Reprinted from the Journal of Reading
November 1971, pp. 135-138. Published by the
International Reading Association, Newark, Delaware.)

Aside from the question of whether pupils can read rests a question with an even more elusive answer: Will pupils read? Certainly, how students feel about reading is as important as whether they are able to read, for, as is true for most abilities, the value of reading ability lies in its use rather than its possession.

Fortunately, Books and the Teenage Reader, by G. Robert Carlsen (1967); Hooked on Books: Program and Proof, by Daniel Fader and Elton McNeil (1966); and Developing Attitudes Toward Learning, by Robert Mager (1969) have replaced the mystery of attitude change with specific suggestions.

A corollary problem has remained unsolved thus far, however. How does one measure change in attitude toward reading? At present, very little help is available to the teacher with this question. Concern over this state of affairs led to the preparation of the attitude scale which will be described herein. It is hoped that reading teachers will see the scale as useful in its present form, but will feel free to modify it to fit their needs. An aid in further development of the scale will soon be available (Estes, in preparation).

CONSTRUCTION OF THE SCALE

Of the several types of attitude scales which could have been designed, the "Likert" or "summate ratings" type was chosen because of its ease of use and generally high accuracy. Such a scale is composed of a list of statements to each of which the examinee is asked to respond on a five point scale varying from "I strongly agree" to "I strongly disagree." Each of the statements in this scale was worded in such a way as to call to mind the object "reading". A summation of values of each student's responses on the scale will yield a quantitative representation of his attitude toward reading. (Hence, the term "summated ratings scale.")

The first step in the construction of the scale was to secure a pool of statements from which could be selected approximately thirty for a tryout scale. A group of 27 high school and elementary teachers in the Charlottesville, Virginia, area were asked to contribute to the initial item pool. Each teacher was given a description of the kind of scale to be constructed and was asked to contribute "statements the response toward which will reflect attitude toward the activity of reading." Criteria for attitude scale item formulation and selection, as outlined by Edwards (1957), were provided for the teachers and were utilized in the selection of items for the try-out scale.

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*Associate director of the McGuffey Reading Center, University of Virginia: the author thanks Dr. Anna L. Heatherly, at the University of Arkansas, and Mrs. Paige Counts, Title III Director in Fluvana County, Virginia, for helping collect and analyze data used in the development of this scale.

The tryout scale consisted of twenty-eight items. These were administered to a sample of 283 pupils in grades 3-12. Specifically, two classrooms of pupils at each grade level, 3-12, were given the tryout scale. The classes were purposely chosen for their heterogeneous nature. It was desirable to include as wide a variety of attitudes toward reading as possible in order that the scale items have a chance to demonstrate the quality of separating pupils with positive attitudes from those with negative attitudes toward reading. (A crucial question to be asked in the analysis of the scale is that of whether each item tended to be answered positively by those pupils with positive attitude and negatively by those with negative attitudes.) Earlier research has suggested that one way to insure representation of a wide variety of attitudes is to sample a wide variety of ability levels (Estes, 1969).

ANALYSIS OF THE DATA

Following the tryout administration, the resulting data were analyzed in a two-stage procedure. First, an estimate of the scale's general performance was secured through computation of the mean, standard deviation, and reliability data. Second, an individual analysis of each item was made in terms of its ability to separate a group of people on the basis of attitude toward reading.

Each pupil could rank each of the twenty-eight items on a one to five scale, five being most positive and one most negative. Hence, the theoretically possible range of scores was 28 to 140. The actual range of scores obtained was 55 to 138. The mean of the 280 scores was 102.

One question which arose was whether the scale was performing differently for younger pupils, grades 3-6, as compared to more advanced pupils.

Source of Data	Range	X	s.d.	rel.
Grades 3-6	57-138	106*	16.4	.92
Grades 7-12	55-127	98*	17.1	.96
Total Group	55-138	102	17.1	.94

Table 1: Ranges, means, standard deviations, and reliabilities, for grades 3-6, grades 7-12, and the total group, with accompanying t-test.

The wide standard deviation on this administration of the scale suggests that a wide variety of attitudes toward reading was represented in the sample and that, considering the rather high discriminatory power of the items, the scale will be sensitive to a variety of attitude types in future administrations.

The reliability data for the scale was computed by the split-half method. The substantial reliability values obtained suggest that in its tryout form, the scale was performing with good consistency-repeated administrations would likely obtain similar results.

The second stage of data analysis was the item discrimination analysis. This was done by the procedure of analyzing each item for its discrimination of high scorers from low scorers on the scale. The items retained were those on which pupils with a positive attitude are likely to respond with a high scoring response and on which those pupils with a negative attitude are likely to respond with a low scoring response. In other words, the items retained were those on which a pupil's total score is likely to be high if he has a positive attitude but low if he has a negative attitude toward reading.

ADMINISTRATION AND SCORING

The following directions will be helpful to those who wish to use the scale in its present form.

1. Reproduce the scale and draw up a separate answer sheet that carries five multiple choice spaces (A-E) for each of twenty items.

2. Students should be assured that the manner in which they respond to the scale will not possibly affect their grade or standing in the course.

3. Notice that some items are positive statements and some are negative. Responses to these items will differ in value. (To "agree" to a positive statement is to reflect a positive attitude, whereas to "agree" to a negative statement is to reflect a negative attitude.) The following table should therefore be referred to in scoring.

4. With practice, the scorer can mark the negative items just prior to scoring and assign the proper value to each item at a glance.

5. The student's total score is a quantitative reflection of his attitude toward reading.

6. By administering the scale on a pre and post (October and May) basis, the teacher can note changes in attitude toward reading by subtracting the early score from the later one.

Items		Response Values A	B	C	D	E
The negative items	Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 16, 17, 20	1	2	3	4	5
The positive items	Nos. 2, 5, 7, 10, 14, 15, 18, 19	1	2	3	2	1

Table 2 Response values to assign to each possible response to each item.

SUMMARY

A scale to measure attitudes toward reading has been described from its inception to its present hopefully useful form. Directions for use of the scale have been delineated. The scale will allow teachers of reading to measure objectively how pupils in their schools and classes feel about reading, allowing a view of the pupil not presently permitted by testing programs.

ATTITUDE SCALE

A = strongly agree

B = agree

C = undecided

D = disagree

E = strongly disagree

1. Reading is for learning but not for enjoyment.
2. Money spent on books is well-spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for grade grubbers.
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.
11. Reading becomes boring after about an hour.
12. Most books are too long and dull.
13. Free reading doesn't teach anything.

14. There should be more time for free reading during the school day.

15. There are many books which I hope to read.

16. Books should not be read except for class requirements.

17. Reading is something I can do without.

18. A certain amount of summer vacation should be set aside for reading.

19. Books make good presents.

20. Reading is dull.

REFERENCES

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Estes, T., II, "The Measurement of Students' Attitudes Toward What They Study," In H. L. Herbert and P. L. Sanders (Eds.), Research in Reading in the Content Area: First Year Report, Syracuse, New York: Reading and Language Arts Center, Syracuse, University, 1969.

Fader, D. N. and McNeal, E. B., Hooked on Books: Program and Proof, New York: Berkeley, 1966.

Mager, R. F., Developing Attitudes Toward Learning, Palto Alto, California: Fearon Press, 1969.

DATA COLLECTION

Grade or level _____

Subject or Area	Evaluation Instrument Used	Date	Class Range	Class Average	Norm	Distance of Class Average (in months)

Transfer data from the last column to the 2A chart

DETERMINING PROCEDURES FOR CURRICULUM IMPROVEMENT IN OUR SCHOOL

I. Who has control over curriculum change in our school:

	Yes	No
Must the U.S. Office of Education approve changes in our reading program?	___	___
Must the State Education Agency approve?	___	___
Must the county or intermediate district approve?	___	___
Must our school board approve?	___	___
Must our superintendent approve?	___	___
Must an administrator of instruction approve?	___	___
Must a district instruction committee approve?	___	___
Must the teachers' bargaining unit approve?	___	___
Must the parent organization approve?	___	___
Must the principals' group approve?	___	___
Must a reading specialist approve?	___	___
Must the building principal approve?	___	___
Must each teacher approve?	___	___
Other _____ ?	___	___

II. Write out the step-by-step procedures used for changing curriculum in this school in this school district.

III. Are modifications needed in the school's curriculum improvement processes and procedures in order to bring about a more effective reading program? (Yes or No)

IV. If modifications are needed, what proposal will you make? To Whom?

ASSIGNING PRIORITIES FOR OBJECTIVES

When the Reading Program Assessment (Charts 2A, 2B, 2C, 2D) has been completed, the Task Force should examine the data as a basis for assigning a priority rating of 1, 2, or 3 in accordance with this scale:

Priority 1 — missing component or unacceptable condition that must be changed at the outset of the program.

Priority 2 — weak component, needs strengthening during the coming year.

Priority 3 — adequate component or non-critical situation to be corrected over period greater than one year.

Decisions on priorities and their recording should be made only after consensus has been reached by all members of the Task Force. These priorities will be entered in the appropriate column, and will be used as a basis for setting up objectives for the proposed reading program.

RATING SCALE INFORMATION

With the exception of the Standardized Test Results, ratings may be recorded in a number of sections of Chart 2. These evaluative ratings should reflect the combined judgements of the members of the Unit Task Force, using the following rating scale:

1 - completely satisfactory

2 - some improvements needed

3 - major improvements needed

4 - completely unsatisfactory

5 - inappropriate for grade/level

MEDIA PROGRAMS: DISTRICT AND SCHOOL

Media Programs: District and School authored jointly by the American Association of School Librarians a division of the American Library Association and the Association of Educational Communications and Technology an affiliate of the National Education Association should be used as reference in completing the assessment of your school media program.

Media Programs: District and School delineates guidelines and recommendations for media programs and resources essential for quality education. The publication focuses on qualitative goals, offering criteria for district and school media programs that make exemplary educational experiences available to children and youth. It describes programs designed to respond to both district and school objectives and reflects the vital interrelationships between those operations. All of the recommendations apply to public and parochial school systems and independent schools.

Recommendations for the district media program identify types of resources essential for various program elements, but specific quantities are avoided since they should be determined by the size and scope of the district program. At the school level, quantitative recommendations are based on a module of 250 students and multiples thereof. Recommendations for resources to support individual school media programs are made by clustering types of resources, with a range within these clusters. On this basis, suggested staffing patterns for school media programs show alternative combinations of staff members, including media specialists, other media professionals, technicians, and aides, based on the program emphases of individual schools. Similarly, recommendations for collections provide for ranges that reflect options available in related media formats and differing instructional emphases. Throughout, the purpose of the guidelines is to identify media programs that are responsive to the needs and potential of effective educational programs.

Programs of media services are designed to assist learners to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society. Through the use of media a student acquires and strenghthens skills in reading, observing, listening, and communicating ideas. The learner interacts with others, masters knowledges as well as skills, develops a spirit of inquiry, and achieves greater self motivation, discipline, and capacity for self evaluation. With a quality media program a school can challenge its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.[1]

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[1]Media Programs: District and School, prepared by the American Association of School Librarians and the Association of Educational Communications and Technology, Chicago: American Library Association, 1975.

The above publication may be ordered from the American Library Association, 50 East Huron Street, Chicago, Illinois, 60611. Estimated cost for this publication is $2.95.

Right to Read
Handbook Appendix
For Use With Chart 2D

STAFF

Recommended: Each school with an enrollment of 250 students requires a full-time media specialist. Additional professional staff members are required to respond to the needs of users in schools with larger enrollments and to provide a full range of media services. Each school with an enrollment of 250 needs a full-time media aide and, in most cases, a full-time media technician. A ratio of two full-time support staff members for every 250 students (or major fraction thereof) is recommended to fully implement a well developed media program. This is based on an analysis of the tasks to be performed and the time required to perform them.
Chapter IV, "Personnel," Media Programs: District and School.

	1974-75 Number	Projected Number
Professional: Media Specialist		
Supportive: Media aides and technicians		

EXPENDITURES

To maintain an up-to-date collection of media and equipment that fulfills the instructional program, the annual expenditure of a school district per student should be at least 10 percent of the national Per Pupil Operational Cost as computed by the United States Office of Education. According to the USOE definition, this figure includes the cost of administration, instruction, attendance services, health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges, computed on average daily attendance.

The standard of 10 percent of the Per Pupil Operational Cost for annual expenditures for collections provides for the acquisition of newly published/produced materials, needed materials other than those currently released, replacements, duplicates, media production supplies, costs for preprocessing of materials and items of equipment. For budget purposes, the line labeled collection includes all materials, equipment and operational supplies.

Chapter V. "Operation of the Media Program," Media

Programs: District and School

Per Pupil Expenditure

Collection of Media and Equipment

	YES	NO
Do your projected plans include increased support?	_____	_____
Can you estimate the proposed financial increase for the next school year?	_____	_____

FACILITIES

The collection gains power with good facilities where equipment gets more use, where production increases and where learners desire to return readily to the media center.

	YES	NO
1. Does the location of the media center provide for easy access and encourage frequent use?	____	____
2. Does the arrangement of the facilities support usage with a traffic flow that minimizes interruptions and distractions?	____	____
3. Are there adequate provisions for comfortable and efficient working arrangements for the staff?	____	____
4. Do the facilities create an environment which encourages the use of alternative media, sponsors inquiry and motivates every type of student to use the collection and draw upon media program services?	____	____
5. Are viewing, listening and reading areas properly shielded from production and conference areas?	____	____
6. Are the facilities available for use during and after school hours and during vacation periods?	____	____
7. Is provision made for equipment associated with production, evaluation and use of materials?	____	____
8. Has provision been made for adequate electrical outlets, light control, telephone and intercommunication devices, air conditioning, and sound control?	____	____
9. Are temperature and humidity controls provided which prevent deterioration of collections?	____	____

Chapter VII, "Facilities," Media Programs: District and School

SELECTION

The school's media collection represents the essential informational base of the instructional program. Media professionals should contribute expertise in evaluating and selecting materials and equipment in the process of building and maintaining adequate collections.

	YES	NO
10. Is the selection of the collection guided by a selection policy which is formulated by media staff, administrators, consultants, teachers, students, and representative citizens and adopted by the board of education?	____	____
11. Is the selection of materials a cooperative process which involves media staff, curriculum consultants, teachers, students and community representatives?	____	____
12. Is the selection of materials coordinated by the director of the district media program and head of the school media program respectively?	____	____
13. Are the materials and equipment evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination?	____	____
14. Is the collection re-evaluated continuously?		

ORGANIZATION

	YES	NO
15. Does the organization and arrangement of the collection make it easily accessible to users?	____	____
16. Do print, visual, auditory and tactile formats of materials with associated equipment constitute the collection?	____	____
17. Does the collection include textbooks and related instructional materials and system?	____	____

Chapter VI, "Collections," Media Programs: District and School

SCHOOL COLLECTIONS

Recommended: A collection which is rich in breadth and depth of content and represents varied types of materials, points of view, and forms of expression should be in each school. It is recommended that a school with 500 or fewer students have a minimum collection of 20,000 items or 40 per student. An item is defined as a book, film, videotape, filmstrip, transparency, slide, periodical subscription, kit and any other form of material or associated equipment.*

Chapter VI, "Collections," Media Programs: District and School

*It is possible that the collection in larger schools may provide the needed range in content, levels, forms of expression and formats at a ratio less than 40 items per student.

Base recommendations for a school with 500 or fewer users with items located within individual school.	Collection 197_-7_	197_-7_	197_-7_
Books 8,000 to 12,000 volumes or 16 to 24 per user			
Periodicals and Newspapers 50 to 175 titles			
Filmstrips, sound and silent 500 to 2,000 items or 1 to 4 per user			
Slides and Transparencies 2,000 to 6,000 items or 4 to 12 per user			
Graphics: Posters, Art and Study Prints, and Maps and Globes 800 to 1,200 items			
16mm and Super 8mm Sound Films, Video Tapes and Television Reception Access to a minimum of 3,000 titles, with sufficient duplicate prints to satisfy 90 percent of all requests			
Super 8mm Films, Silent 500 to 1,000 items, or 1 to 2 per user			
Audio Recordings: Tapes, Cassettes, Discs and Audio Cards 1,500 to 2,000 items or 3 to 4 per user			
Games and Toys 400 to 750 items			
Models and Sculpture 200 to 500 items			
Specimens 200 to 400 items			
Microforms: Microfilm, Microcard and Microfiche (Types and quantity vary with program needs)			
Microform Equipment: Readers and Printers 2 readers, 1 of which is portable, plus 1 reader-printer			

Right to Read
Handbook Appendix
For Use With Chart 2D

Base recommendations for a school with 500 or fewer users with items located within individual school. (Continued)	Collection 197_-7_	197_-7_	197_-7_
Filmstrip Equipment: Silent and Sound Projectors and Viewers 10 projectors and 30 viewers			
Slide and Transparency Equipment Slide projectors: 6, or 1 for every 100 users Slide viewers: 10 or 1 for every 50 users Overhead projectors: 10, or 1 for every 50 users			
16mm and Super 8mm Sound Projection and Video Playback and Reception Equipment 6 units, with 2 assigned to the media center, plus 1 additional unit for each 100 users			
Super 8 mm Equipment 20 cartridge-loaded projectors, plus 1 additional projector for every 75 users			
Audio Equipment: Tape Recorders and Record Players 30 audio reproduction units			
Educational Broadcast Radio 5 AM and FM receivers, plus a central distribution system			
Opaque Projectors 1 per media center and 1 per 500 users			
Microprojectors 1 per media center and 1 or more additional per school			

Local Production Equipment (Types and amounts of local production equipment relfect the scope and amount of media production performed within the school).	Collection 197_-7_	197_-7_	197_-7_
Copying Machines			
Duplication Machines			
Dry Mount Press			
Paper Cutters			
Transparency Makers			
Typewriters			
Cameras			
Video Tape Equipment			

Right to Read
Handbook Appendix
For Use With Charts 2A, 2B, 2C,
2D, 4, 5, 7A, 7B, 8.

STAFF DEVELOPMENT NEEDS SUMMARY

What inservice is needed to overcome deficiencies indicated on the Charts?

Chart 2A——

What specific kind of staff development? _____

_____

_____

For what personnel?

Principal _____

Teachers, Grade/Level _____

Paraprofessionals, Grade/Level _____

Volunteers _____

Chart 2B——

What specific kind of staff development? _____

_____

_____

For what personnel?

Principal _____

Teachers, Grade/Level _____

Paraprofessionals, Grade/Level _____

Volunteers _____

If a change of basal reader is planned, what plans for staff development are needed and provided for? _____

_____

_____

Who will provide staff development? _____

_____

Suggestions: District teachers knowledge in material, central office personnel, publishers consultants, teachers from out of district.

How much time do you think will be needed? _____

Chart 2C——

What specific kind of staff development? _____

_____

_____

Chart 2C (Continued)

For what personnel?

Principal _____

Teachers, Grade/Level _____

Paraprofessionals, Grade/Level _____

Volunteers _____

Chart 2D – –

What specific kind of staff development? _____

_____

_____

For what personnel?

Principal _____

Teachers, Grade/Level _____

Paraprofessionals, Grade/Level _____

Volunteers _____

Chart 4 – –

What specific items need staff development?

Item numbers _____

For what personnel?

Principal _____

Teachers, Grade/Level _____

Paraprofessionals, Grade/Level _____

Volunteers _____

Chart 5 – –

If staff development is needed for the Task Force as well as other personnel in the writing and/or selection of behavioral objectives.

Chart 7- -

If staff development is needed in order for the staff to implement instructional approach(es) or in using the tests and other evaluative measures.

Right to Read
Handbook Appendix
For Use With Chart 2D

TEACHERS SKILLS ASSESSMENT FORM

Note: This form may best be used by principal (or supervisor) and teacher together in a conference situation.	Teacher is relatively confident and needs little or no further training	Teacher needs additional training	Comments
A. Motivating Students ● Creates and maintains children's interest in reading. ● Sets an enthusiastic example for students by using her own reading skills and by frequent references to her reading interests. ● Creates a classroom atmosphere in which students know they are expected to learn to read and each expects to learn.			
B. Organization for Reading ● Plans instructional time to provide adequate time for all aspects of the reading program. ● Maintains materials and supplies in a convenient and orderly manner. ● Organizes students into units or groups that work effectively. ● Plans instructional activities within the framework of the sequences of reading skills selected for the school. ● Plans for paraprofessional activities that relate to specific student objectives.			
C. Empathy for Students ● Shows concern and compassion for the individual students who are learing to read			
D. Diagnosing Reading Problems ● Determines the individual student's needs for reading assistance in all areas. ● Selects and uses appropriate evaluate instruments to determine individual problem areas.			
E. Prescribing for and Implementing Solutions to Reading Problems ● Knows and uses alternative approaches. ● Knows of appropriate materials to meet specific instructional needs. ● Can choose appropriate materials/approaches for a given reading problem. ● Is able to teach the skills determined to be necessary for the individual student. ● Uses evaluative instruments to test the accomplishment of individual objectives.			

Right to Read
Handbook Appendix
For Use With Chart 2D

PARAPROFESSIONAL SKILL ASSESSMENT

Note: This form may best be completed by the supervisor (or teacher) and the paraprofessional together in a conference situation.	Little or no training is needed	Additional training is needed	Comments
Shows concern and compassion for the individual students who are learning to read.			
Assists with maintenance of orderly care of instructional materials.			
Is supportive of students and encourages them to do their necessary assignment as well as they are able.			
Is able to understand and carry out the teacher's prescription with the students.			
Is accurate in checking and recording student's work.			
Knows basic operation of instructional equipment.			
Has a working knowledge of the basic sets of instructional materials or systems used. Understands author's intent and can use recommended techniques.			
Works at a high level of trust with the classroom teacher.			
Other:			

SOME GOALS AND OBJECTIVES FOR A READING PROGRAM

1. Student will comprehend written materials in terms of his purpose for reading.

   A. Student will develop a variety of comprehension strategies.

      (1) Identifies word meanings.
      (2) Identifies and states main ideas and supporting details, directly stated and implied.
      (3) Identifies relationships, directly stated and implied.
      (4) Follows written directions accurately.
      (5) Uses writing mechanics to interpret writer's intent.
      (6) Identifies writing style and literary techniques.
      (7) Evaluates written materials critically.

   B. Student will develop a variety of word attack skills and will use those particular skills that most efficiently permit him to unlock unknown words.

      (1) Uses context clues to unlock unknown words.
      (2) Uses structural analysis clues to unlock unknown words.
      (3) Uses phonics clues to unlock unknown words.
      (4) Uses dictionary to unlock unknown words.

   C. Student will demonstrate flexibility of rate in reading.

      (1) Selects speed and techniques in terms of purpose for reading.
      (2) Selects reading techniques in terms of difficulty of reading task.
      (3) Reads as rapidly as purpose for reading and difficulty level of material will permit.

   D. Student will use work-study skills in obtaining specific information in reading.

      (1) Uses reference aids in books to locate specific sources of information.
      (2) Uses library reference skills to locate specific sources of information.
      (3) Uses encyclopedias, source books, and specialized reference works to obtain specific information.
      (4) Takes notes on, outlines and summarizes materials that are read.
      (5) Develops a plan of study.
      (6) Locates and interprets specific information from maps, tables, graphs, and other pictorial materials.

   E. Student will develop the special reading skills related to the various subject areas in which he reads.

      (1) Develops the technical vocabulary of each subject area.
      (2) Develops the concept background of each subject area that is needed for understanding what is read.
      (3) Uses strategies that are most appropriate for reading material in a particular subject area.
      (4) Uses any special reading techniques that are a part of a particular subject area.

E. Student will develop the special reading skills related to the various subject areas in which he reads (Continued)

(5) Interprets symbols and abbreviations correctly when they are a part of a subject area.

2. Student will read aloud in an agreeable manner.

A. Understands when it is appropriate to read aloud.

(1) Reads aloud to inform others.
(2) Reads aloud to enjoy the rhythm of poetry.
(3) Reads aloud to improve skills in oral reading.

B. Shows accurate pronunciation and enunciation.

(1) Pronounces words accurately in oral reading.
(2) Enunciates word endings in a natural speaking voice.

C. Uses voice and body to interpret what is being read.

(1) Uses rate, pitch, tone, and quality to interpret what writer intended.
(2) Phrases appropriately in oral reading.
(3) Maintains occasional eye contact with audience during oral reading.
(4) Sits or stands in comfortable position while reading orally.

3. Students will react with feeling to that which they read.

A. Students will develop permanent interests in reading.

(1) Develops a variety of interests that may be used to motivate reading.
(2) Seeks books and other reading materials that are related to his interests.
(3) Reads a variety of types of reading matter.

B. Students will develop literary tastes and appreciations.

(1) Identifies elements of style and form.
(2) Identifies story problem and solution.
(3) Identifies traits and motives of characters.
(4) Judges the relative merit of several pieces of literature.
(5) Selects for reading some materials that are considered to be of good quality.

STANDARDS OF EXCELLENCE FOR READING PROGRAMS*

1. A comprehensive needs assessment serves as a basis of program planning and change.

2. Planning for program change is systematic.

3. A local school site planning group (composed of classroom teachers, parents, school administrators, students—where feasible, and other appropriate persons) is active in planning and monitoring the programs.

4. A variety of interested persons (including teachers, principal, representative parents, school or system reading specialists, students, and community representatives) provide input into program goals.

5. Parents participate in the development and implementation of the reading program.

6. The school board participates in policy changes related to the reading program.

7. The program, in planning and making changes, involves leaders of the cultural and educational resources of the area being served, including institutions of higher education, nonprofit private schools, public and private nonprofit agencies such as libraries, museums, educational radio and television, and other cultural and educational resources of the community.

8. The community participates actively in implementation of the program.

9. The reading program and interest in reading is supported by the school faculty, school board members, administration, parents, and students.

10. The program is guided by a comprehensive set of goals that state specific instructional objectives, and these have been selected by the planning group.

11. The staff provides the several types of diagnostic assessments necessary for differentiated teaching, utilizing such devices and techniques as individual reading inventories, screening or survey tests, observation, and checklists.

12. The staff provides instruction necessary for a complete reading program in which attention is given to comprehension, word recognition, and work-study skills as well as to listening.

13. Goals for the program are concerned with both cognitive and affective areas.

14. The staff differentiates the levels and content of instruction in various phases of the program in accordance with diagnostic assessments which are being made continuously.

15. The staff utilizes different methods and techniques for teaching according to diagnostic findings.

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*Ideas for these criteria came mainly from two sources: Public Law 93-380 and "An Assessment Scale for Use in Examining a Reading Program," produced by USOE Right to Read.

16. The staff shows concern for each learner as an individual person.

17. The educational setting within which the learner is expected to develop skills in reading is conducive to optimum growth in the realization of stated objectives.

18. The materials of instruction are varied and appropriate to the instructional objectives of the reading program as well as to the developmental needs of the learner.

19. The staff considers the effects of environmental stress on the learner.

20. The staff shows evidence of an understanding of human behavior and the culturally diverse experience background of students.

21. The program provides diagnostic testing aimed toward identifying children and adolescents with reading deficiencies.

22. The program provides reading instruction for children and adolescents whose reading achievement is below average for their age and/or grade.

23. The principal's knowledge and skill in leadership development for reading is constantly being increased.

24. The reading specialist's knowledge and skill in leadership development for reading is constantly being increased.

25. The reading program involves periodic and systematic evaluation of its effectiveness.

26. Information used in evaluation of learner progress or program effectiveness comes from not one but a variety of sources and from both informal and formal techniques.

27. Reading evaluation includes an assessment of the extent to which learners use the skills they possess.

28. Teacher status and change in competence in reading instruction and in attitudes toward reading instruction are assessed.

29. The program in reading is studied by an internal or external auditor or audit process.

30. The program provides for adequate record keeping and transmission to appropriate teachers as the student progresses from grade to grade.

31. Information about the need and purpose of the reading program is disseminated to the general community.

32. The reading program disseminates to the community information about group progress in reading.

33. The program provides for systematic reporting and interpreting of individual student progress to parents or guardians.

34. Progress and results of the reading program are reported in accordance with a systematic plan.

35. The program provides for teachers, aides, and other ancillary educational personnel appropriate staff development aimed toward improving their abilities in teaching reading.

36. The program, where children are limited in English speaking ability, uses bilingual educational methods and techniques.

37. Staff competencies are assessed to determine if they are adequate for carrying out the program effectively.

38. Staff development is provided to meet staff needs.

WHAT AM I LOOKING FOR?

Location or Study: _____

Observer or Reporter _____ Date _____

Components and Criteria Selected from Charts 4 and 6	Component Observable		Application of Component?			Could we use this Application?		Would we need to Modify?	
✓	Yes	No	GOOD	FAIR	POOR	Yes	No	Yes	No
	Comments:								
✓	Yes	No	GOOD	FAIR	POOR	Yes	No	Yes	No
	Comments:								
✓	Yes	No	GOOD	FAIR	POOR	Yes	No	Yes	No
	Comments:								
✓	Yes	No	GOOD	FAIR	POOR	Yes	No	Yes	No
	Comments:								

INSTRUCTIONAL APPROACHES AND PERSONNEL

BASAL READERS

The materials in a basal series are carefully systematized, utilizing a series of books, workbooks, tests, and reading aids for each grade or reading level. These are carefully regulated methods. Vocabulary is controlled, and lesson plans and suggestions for supplemental activities are explained in the teacher's manual. Different basal series may stress different approaches to teaching reading. Some feature a "sight" or whole word approach to reading, others feature an intensive phonics program. Still others use the balanced or gradual phonics approach, while a fourth type emphasizes sound-symbol relationships in a linguistics approach.

CODE EMPHASIS

Code emphasis has two sub-categories: synthetic (phonics) and analytic (whole word). Phonics and the whole word approach differ only in the sequence in which letter sounds and blends are introduced. In the phonics approach the child learns the individual letter sounds first and then combines them into words. In the whole word approach, words are introduced first and the child develops a sight vocabulary before letter sounds and blends are introduced.

CROSS-AGE OR PEER TEACHING

This technique uses older students to instruct younger students (2nd and 6th graders are often matched). Older students tutor the younger students in reading, teach and supervise the playing of instructional games, and otherwise assist the teacher for about one period a day. Research indicates this technique benefits both the older and younger students. This arrangement requires careful planning and scheduling to be effective.

ELECTIC APPROACH

The electic approach combines different materials for teaching reading according to the teacher's perception of student needs. Whatever combination of materials is selected, the total approach is usually highly dependent on the use of basal readers. Workbooks and other supplementary materials accompany the basals. The electic method is the one most often recommended by teacher training institutions. Language needs and language experiences of the students. According to supporters, "children learn to read as they learned to talk, from a desire to find our or tell something." For example, after children have gone on a field trip, they discuss their experiences. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These statements then become the "texts" for class reading instruction.

INDIVIDUALIZED READING

Individualized instruction may be one of three possible classroom approaches to reading instruction: (1) Adapting instructions to individual needs within (or along with) group instruction. Regardless of materials used, the teacher constantly diagnoses and prescribes for individuals. (2) Individual reading of a variety of reading materials is the core of the method; each child selects a book that he wishes to read and gets help only when he needs it; each child moves at his own rate. The teacher works with each child at regular intervals to check progress and give assistance. (3) A structured teaching situation in which, although children work individually, they are given specific

programmed materials to meet their needs. After mastering a skill, they are given additional practice or placed in a higher level material.

LANGUAGE EXPERIENCE

A reading instructional approach which calls for the teacher(s) to build classroom activities upon the real language needs and language experiences of the students. According to supporters, "children learn to read as they learned to talk, from a desire to find out or tell something." For example, after children have gone on a field trip, they discuss their experiences. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These statements then become the "texts" for class reading instruction.

LINGUISTIC APPROACH

Reading as a language-related process is studied in relation to language by means of structural linguistics. Accurate information about spelling-sound relationships and about the structure of words is considered incidental rather than fundamental to learning to read. The first task for reading instruction should be to give pupils a conscious knowledge of the language patterns they have mastered at the unconscious operational level. Children are taught to read with main emphasis on larger patterns than words. The heart of the approach is moving, as needed, from larger to smaller wholes.

MEANING EMPHASIS

Meaning emphasis is an approach to reading instruction used most often in the basal reading series. The principles upon which this approach is based include: (1) the process of reading should be defined broadly to include as major goals, from the start, not only word recognition but also comprehension and interpretation, appreciation, and application of what is read to the study of personal and social problems; and (2) the child should start with meaningful reading of whole words, sentences, and stories as closely geared to his own experiences and interests as possible. Silent reading should be stressed from the beginning of instruction.

MODIFIED ALPHABET (e.g., i.t.a.)

The modified alphabet approach is based on a "new" alphabet to be used by children when learning to read. The alphabet contains all of the conventional letters but Q and X, and additional characters are devised to make up the forty-four different sounds in English. These new characters resemble the traditional alphabet visually and each character stands for only one speech sound. Once children have learned to read with this modified alphabet, they switch to the traditional alphabet for all reading. The modified alphabet is not a reading method, but an aid to teachers no matter what other emphasis (code, meaning, etc.) they used in teaching reading.

PROGRAMMED INSTRUCTION

Programmed instruction is based on individualized materials which are in soft cover form (that is, they can be books, workbooks, or mimeographed sheets). The material to be learned is presented in small steps. Some programmed materials use a linear technique, where material is arranged in

a simple ordered sequence, with the student working from the first through the last item. Another method (called branching) allows the student to follow hiw own route through the material. At given points in the sequence, if he gets the correct answer he may skip a frame or, if he misses an item, he may be rerouted through a series of review frames.

READING SPECIALIST

For the purposes of Program Planning a "Reading Specialist" is a staff teacher with a specialized background in reading who is responsible for instruction only in reading or language arts. This teacher may handle several different groups of students, instructing each group for one period at a time. Class size may still be large, and teacher aides may not be available, but no additional subject matter responsibility is assigned to this specialized person. Non-staff reading specialists are considered outside consultants.

SINGLE TEACHER-MULTI SUBJECTS (self contained classroom)

The teacher of multiple subjects is responsible for a self-contained classroom and provides instruction in all or most of the subjects. The teacher, alternatively, may be responsible for reading, mathematics, and social studies, while other teachers handle art, physical education, etc. The single teacher may or may not have an extensive background in reading, but will be responsible for reading along with other subjects.

TEACHERS OF READING

Any staff teachers who teach reading, whether they be single teacher-multi subjects, staff reading specialists, or subject matter teachers.

TEAM TEACHING

This technique uses a number of adults for instruction instead of one teacher in a self-contained classroom. Also known as "Differentiated Staffing," team teaching may include:

Master Teacher	—	Mainly responsible for planning and leadership, does some teaching.
Teacher	—	Mainly responsible for teaching, participate in planning.
Aides	—	Assist teachers in classroom, prepare materials, participate in planning.
Volunteers	—	Assist school staff, participate in planning.

TUTOR AIDE

A tutor aide serves as a paraprofessional staff member in assisting the reading teacher. The tutor aide provides one-to-one tutoring and/or assists with evaluation of materials and other classroom duties. A tutor aide must have some inservice training in reading instructional techniques.